


	<p>Course: EDG 4410 Teaching Strategies and Classroom Management</p> <p>Topic: Writing a Lesson Plan</p> <p>Standards:</p> <ul style="list-style-type: none"> Aligns instruction with state-adopted standards at the appropriate level of rigor (FEAP A.1.a.) Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (FEAP A.1.f.) Uses clear written communication (FEAP A.2.e.) <p>Learning Goals: The EDG 4410 Teaching Strategies and Classroom Management student will be able to:</p> <ul style="list-style-type: none"> Write learning goals using the cognitive, affective, and psychomotor taxonomies and the Next Generation Sunshine State Standards/Common Core Standards (FEAP A.1.a./PEC 1.f. applicable NCSS and CCS) Select and use a variety of curriculum materials that are appropriate to objectives and plans chosen. (FEAP A.3.g./PEC 1.2, 3.7, applicable NCSS and CCS) Select and use written communication effectively (FEAP A.2.e./PEC 2.5) <p>Topic (Keywords): peer editing, rubric, criterion/criteria</p> <p>Essential Question: How does a well-written lesson plan facilitate instruction?</p> <p>4.0 In addition to score 3.0, in-depth inferences and applications that go beyond instruction to the standard, the student will:</p> <ul style="list-style-type: none"> Be able to teach – without referring to notes – a peer how to write a clearly written lesson plan that flows smoothly. <p>No major errors or omissions regarding the score 4.0 content.</p> <p>3.0 The student will:</p> <ul style="list-style-type: none"> Be able to develop a direct teach lesson plan. Be able to align instruction with standards at the appropriate level of rigor. Be able to select and use a variety of curriculum materials that are appropriate to the objectives (learning goals and standards) chosen. Be able to use written communication effectively. <p>No major errors or omissions regarding the score 3.0 content (simple or complex).</p> <p>2.0 The student recognizes and describes specific terminology such as:</p> <ul style="list-style-type: none"> peer editing, rubric, criterion/criteria, etc. <p>The student will:</p> <ul style="list-style-type: none"> Be able to write some parts of a direct teach lesson plan. Be able to align some of the instruction with state-adopted standards at the appropriate level of rigor. Be able to select and use some appropriate materials that are appropriate to the objectives (learning goals and standards) chosen. Be able to express him/herself in writing somewhat effectively. <p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.</p> <p>1.0 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p>0.0 Even with help, no understanding or skill demonstrated</p>
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Peer Editing/Revision

- Research has found peer editing to be very effective in improving students' writing skills.
- It can be used effectively when students are to compose an extended written production (i.e., more than several sentences).
- It focuses on the **process** of writing, rather than on the **product** of writing.



Peer Editing/Revision

- Make sure you give your students a list of criteria to address when editing a peer's composition. Otherwise, the students will not know what to look for when editing another's paper.
- Give them instructions on how to peer edit. For example, are they allowed to write comments on each other's papers?



	Peer Editing/Revision
	<ul style="list-style-type: none"> ■ After students revise their papers, the papers may be given to the teacher for feedback or they may be given back to the author for revision for another peer editing session. ■ This process can continue for a few more sessions; the teacher will be the one who ultimately reads the final draft and assigns the final grade. How long this process continues will depend on the teacher. ■ This strategy is not recommended for all writing assignments because it can be very time-consuming.

	Benefits
	<ul style="list-style-type: none"> ■ Students learn about the process of writing. ■ Students learn how to collaborate in helping each other. ■ Students take ownership of their own writing. ■ Oftentimes, students will make observations that a teacher doesn't see. ■ Students can often explain things to their peers in a way that is more comprehensible than the teacher's explanation. ■ This is a non-threatening way to gain feedback on one's work.
